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ABSTRACT

The goal of the Inservice Training Component of the Detroit (Michigan) school desegregation plan was to improve the effectiveness of school staff in meeting educational needs. The program consisted of inservice education workshops focused on four areas: human relations; teacher expectations; ethnic and racial awareness; and crisis prevention and intervention. The Inservice Training Component was evaluated using the results of four annual surveys of school staff at all levels and of middle and high school students conducted in 1977, 1978, 1979, and 1980. Findings indicated that progress was made toward most of the six objectives of the component which included: (1) student racial relations; (2) relations between instructional staff and students; (3) racial relations among staff members; (4) teacher treatment of black and white students; (5) knowledge of racial-ethnic groups; and (6) ability to prevent disruptive classroom behavior and resolve conflicts. (Author/MK)

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PRODUCT EVALUATION OF THE INSERVICE TRAINING COMPONENT OF THE DETROIT DESEGREGATION COURT ORDER

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Detroit Public Schools

April 1981

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PRODUCT EVALUATION OF THE INSERVICE TRAINING COMPONENT
OF THE DETROIT DESEGREGATION COURT ORDER

Abstract

The Inservice Training Component of the 1975 Detroit school desegregation court order has as its fundamental goal the improvement of staff effectiveness in meeting the educational needs of students in a desegregated school system. The component program has consisted primarily of inservice education workshops in four areas: human relations, teacher expectations, ethnic and racial awareness, and crisis prevention/intervention. Since 1976, over 600 workshops have been conducted. At least one has been conducted in every school.

This first report on results of an ongoing product evaluation of the Inservice Training Component is based on results of four annual surveys of local school staff of all school levels and of middle and high school students.

Evaluation findings show substantial progress toward attainment of most component objectives. The evidence supports the following conclusions and generalizations:

1. Student racial relations have improved in middle and high schools since desegregation. Findings regarding elementary school pupil racial relations are inconclusive.

2. Findings regarding the objective of improved relations between school instructional staff and students are inconclusive.

3. Interracial relations among school instructional staff members have shown some improvement at all school levels.

4. The incidence of racial favoritism in teachers' treatment of black and white students has decreased in middle and high schools. (No evidence concerning this matter was obtained for elementary schools.)

5. More than half of school instructional staff members, at all school levels, have obtained increased knowledge about racial-ethnic groups represented at their schools.

6. High school teachers have shown considerable improvement in their ability to prevent disruptive classroom behavior; middle school teachers, a little improvement; and elementary school teachers, virtually no improvement in this regard. However, the evidence indicates that disruptive classroom behavior is still a major problem at all school levels.

7. More than half of school teaching staff members have shown some improvement in ability to resolve conflicts among students.

Research and Evaluation Department
Detroit Public Schools

April 1981

PRODUCT EVALUATION OF THE IN-SERVICE TRAINING COMPONENT
OF THE DETROIT DESEGREGATION COURT ORDER

Introduction

The In-Service Training Component is one of several supplementary educational programs ordered by Judge Robert E. DeMascio, of the U.S. District Court, to remedy the effects of past segregation in Detroit Public Schools. While all the educational components provide some form of staff retraining, Judge DeMascio's Order of August 15, 1975, called for a ".....comprehensive in-service training program [for] a [school] system undergoing desegregation." Furthermore, the Court's Order stipulated that ".....[t]he in-service training program.....should be on-going [with] all schools in the system [included] and be open to all personnel employed by the Detroit Board of Education." The component designated as the In-Service Training Component conducted educational programs in four areas: (1) human relations, (2) teacher expectations, (3) racial and ethnic awareness, and (4) crisis prevention.

Since 1976, well over 600 In-Service Training Component workshops have been conducted by local schools, central and regional offices. Fourteen thousand staff persons have participated in these workshops. In addition to teachers and administrators, noninstructional employees, including paraprofessionals, clerical personnel, bus drivers, teacher aides, noon-hour aides, and others who come into direct contact with students, participated in in-service activities.

Each elementary, middle and senior high school has conducted a minimum of one in-service activity in one of the component's areas of concentration.

The Research and Evaluation Department began evaluating court-ordered desegregation of the Detroit Public Schools in 1977. From 1977 through 1979, the evaluation was primarily a study of the impact of the overall desegregation

effort on attitudes of students, staff and parents, as well as an assessment of its impact upon student achievement. In the fall of 1979, the emphasis shifted to product or outcome evaluations of each court-ordered educational component. This is the first product evaluation report of the In-Service Training Component.

Component Objectives

To evaluate the effectiveness of the In-Service component, seven product or outcome evaluation objectives were established. The following is a listing of the component objectives divided into groups according to each of four areas of in-service concentration.

Human Relations

1. Interpersonal/intergroup relations among students will improve.
2. Interpersonal/intergroup relations between school staff and students will improve.
3. Interpersonal/intergroup relations among school staff will improve.

Teacher Expectations

4. School staff will show increased use of practices which will promote equal educational opportunity for all students.

Racial and Ethnic Awareness

5. School staff will acquire increased knowledge of the characteristics of different racial and cultural groups represented among their students.

Crisis Prevention

6. School staff will develop improved ability to prevent disruptive classroom behavior.
7. School staff will develop improved ability to resolve conflicts among students.

Sources of Evidence

Student and staff surveys are the sources of evidence of objective attainment presented in this report. The Research and Evaluation Department has conducted four annual surveys of student, staff, and parent attitudes, opinions, and behaviors concerning various aspects of court-ordered desegregation in Detroit schools. Surveys were conducted in May and June in 1977, 1978, 1979 and 1980. Survey questionnaires were administered to city-wide samples from the following populations: middle and high school students; local school staff at elementary, middle and high schools; and parents of students at all school levels.

Basic information about the size and racial composition of the student survey samples is presented in Table 1. Staff survey sample information is given in Table 2.

The 1977 survey samples of students, staff, and parents were drawn from a total of 72 sample schools selected to provide adequate representation of all regions, all school levels, and all types of school racial composition. The school sample in 1978 included 71 schools. In 1979, it consisted of 69 schools. In 1980, it was increased to 77 schools so as to obtain better representation of all Detroit schools. In order to facilitate valid comparisons of survey results from year to year, only a few changes were made in the school sample. About 80 percent of all participating schools were included in the samples for all four annual surveys.

TABLE 1

Student Survey Samples

School Level	Year of Survey	Number of Schools Represented	Number of Student Respondents by Race		
			Black	White	Total
Middle Schools	1977	23	769	349	1118
	1978	22	770	307	1077
	1979	22	697	206	903
	1980	23	853	250	1103
High Schools	1977	10	563	233	796
	1978	11	740	226	966
	1979	11	537	165	702
	1980	13	745	170	915

For the student surveys, the selection of the student sample involved a random selection of intact classes at each participating school. In each middle school, a random sample of from two to four Grade 7 classes was selected. In each high school, from three to six Grade 10 English classes were selected. The survey questionnaires were administered to all students in each sample class by the regular teacher.

Staff members of the survey sample were randomly selected from participating school lists of all full time certificated educational personnel. This process provided appropriate representation of teachers of all grade levels and subject areas, department heads, counselors, and administrators. In the elementary and middle schools, a 50 percent sample was selected. In the high schools, one of every three staff members was selected. In all four annual surveys, completed staff questionnaires were returned by about 60 percent of all sample members.

TABLE 2

Staff Survey Samples

School Level	Year of Survey	Number of Schools Represented	Number of Staff Respondents by Race		
			black	White	Total
Elementary Schools	1977	39	83	104	187
	1978	38	133	203	336
	1979	36	151	188	339
	1980	41	211	176	387
Middle Schools	1977	23	70	80	150
	1978	22	126	134	260
	1979	22	150	138	288
	1980	23	133	144	277
High Schools	1977	10	61	97	158
	1978	11	89	141	230
	1979	11	154	231	285
	1980	13	130	185	315

To facilitate studies of changes in student, staff, and parent perceptions and behaviors over time, many of the questions were repeated in consecutive annual surveys. The first three surveys were designed more for a general evaluation of the total desegregation effort rather than the evaluations of individual educational components. However, many of the questions in all four surveys were highly relevant to component objectives. The 1980 survey repeated many of the questions asked in earlier surveys, but also included new questions expressly designed for outcome evaluations of several educational components, including the In-Service Component.

In the Evaluation Findings section of this report, findings are reported separately for each product objective. Under each objective are presented the specific survey questions used to assess the attainment of the objective, the distributions of question responses[1], and summaries of the essential findings.

[1]Distributions of responses are given in terms of percentages. In some cases, reported percents do not add up exactly to 100 because fractions of percents were rounded off to the nearest whole number.

Evaluation Findings

Objective 1:	Interpersonal/intergroup relations among students will improve.

Staff Perceptions (Objective 1)

Evidence of the achievement or lack of achievement of this objective was derived from a number of questions. The subject matter of the questions ranged from inquiries addressing specific aspects of interpersonal/intergroup relations among students to inquiries addressing more general aspects of such relationships.

How Well are Students of Different Races Getting Along at Your School This Year Compared with Last Year?
(Staff Survey Question 6)

School Level	Year of Survey	Percents of Staff Responses				
		Much Worse	A Little Worse	About The Same	A Little Better	Much Better
Elementary Schools	1977	3%	2%	56%	30%	10%
	1978	0	5	64	19	12
	1979	2	3	74	15	6
	1980	1	5	70	14	10
Middle Schools	1977	4	9	50	26	12
	1978	1	5	60	22	13
	1979	0	5	63	25	7
	1980	0	4	65	22	9
High Schools	1977	3	9	64	20	5
	1978	0	4	54	34	9
	1979	1	1	55	32	11
	1980	1	1	60	30	9

Elementary School Staff. In every survey year, at least four times as many staff members judged student racial relations improved as judged them to have worsened.

Middle School Staff. In every survey year after 1977, more than five times as many staff members felt that student racial relations had improved as felt they had worsened.

High School Staff. In 1980, 39 percent of staff reported that student racial relations had improved over the previous year, while only two percent said they had worsened. Moreover, in each of the first three surveys, staff judgements of improved relations outnumbered judgements that relations had worsened--in 1977 by two to one, in 1978 by 10 to one, and in 1979 by 20 to one.

How Would You Rate Interracial Relations Among Students at Your School This Year?
(Staff Survey Question 7)

School Level	Year of Survey	Percents of Staff Responses				
		Very Poor	Poor	Fair	Good	Very Good
Elementary Schools	1977	1%	4%	33%	47%	15%
	1978	0	5	38	44	14
	1979	1	5	37	42	15
	1980	1	4	31	46	19
Middle Schools	1977	2	12	37	42	8
	1978	0	9	44	40	7
	1979	1	7	44	40	8
	1980	1	6	35	50	9
High Schools	1977	4	16	50	28	2
	1978	3	11	44	35	7
	1979	3	10	41	39	8
	1980	2	5	29	54	10

Elementary School Staff. In 1980, 65 percent of the elementary staff felt that interracial relations among students at their school were good or very good, 31 percent felt that relations were fair, and five percent indicated that they were poor or very poor. From 1977 to 1980, there was little change in staff ratings of student racial relations.

Middle School Staff. In 1980, 59 percent of the middle school staff regarded interracial relations at their school this year as good or very good, 35 percent regarded relations as fair, and seven percent rated them poor or very poor. Between 1977 and 1980, there was an increase (+ 9%) in middle school staff who felt that interracial relations were good or very good.

High School Staff. In 1980, 64 percent rated interracial relations as good or very good, 29 percent rated relations as fair, and 7 percent rated relations as poor or very poor. From 1977 to 1980 there was a large increase (+ 34%) in staff who felt that interracial relations among students were good or very good.

Since Desegregation, Have White Students at Your School Become Less Prejudiced?
(Staff Survey Question 20)

School Level	Year of Survey	Percents of Staff Responses	
		Yes	No
Elementary Schools	1977	69%	31%
	1978	57	43
	1979	59	42
	1980	58	42
Middle Schools	1977	49	51
	1978	52	48
	1979	50	50
	1980	48	52
High Schools	1977	29	71
	1978	44	56
	1979	49	52
	1980	50	50

Elementary School Staff. In every year from 1977 through 1980, a majority of staff members believed that white students were becoming less prejudiced.

Middle School Staff. In every survey year about half felt that white students had become less prejudiced.

High School Staff. In 1980, 50 percent agreed with the statement that white students had become less prejudiced. This represented a substantial increase over the 29 percent who agreed in 1977.

Since Desegregation, Have Black Students at Your School Become Less Prejudiced?
(Staff Survey Question 21)

School Level	Year of Survey	Percents of Staff Responses	
		Yes	No
Elementary Schools	1977	55%	45%
	1978	54	46
	1979	55	45
	1980	54	46
Middle Schools	1977	42	58
	1978	49	52
	1979	46	54
	1980	45	55
High Schools	1977	26	74
	1978	43	57
	1979	49	51
	1980	46	54

Elementary School Staff. In every survey year a little over half agreed that black students had become less prejudiced.

Middle School Staff. In every survey year a little less than half felt that black students had become less prejudiced.

High School Staff. In 1980, 46 percent agreed that black students had become less prejudiced. In 1977, only 26 percent agreed. Change of percentages in the positive direction began in 1978.

Student Perceptions (Objective 1)

In General, How are Black and White Students at Your School Getting Along This Year Compared with Last Year?
(Student Survey Question 40)

School Level	Year of Survey	Percents of Student Responses				
		Much Worse	A Little Worse	About The Same	A Little Better	Much Better
Middle Schools	1978	5%	11%	37%	31%	16%
	1979	6	7	41	32	14
	1980	8	11	42	25	15
High Schools	1978	3	6	33	41	17
	1979	3	4	37	33	24
	1980	2	4	45	33	17

Middle School Students. In 1980, 40 percent indicated that black and white students were getting along better compared to the previous year, 42 percent indicated they were getting along about the same, and 19 percent said they were getting along worse. In each of the three survey years, more than twice as many students reported improved racial relations as reported worsened relations.

High School Students. In 1980, 50 percent said black and white students were getting along better compared to the previous year, 45 percent said about the same, and 6 percent said worse. In each of the three survey years, six times as many students reported improved racial relations as reported worsened relations.

On the Whole, How Would You Describe Student Racial Relations at Your School This Year?
(Student Survey Question 39)

School Level	Year of Survey	Percents of Student Responses				
		Very Poor	Poor	Fair	Good	Very Good
Middle Schools	1978	5%	9%	51%	26%	9%
	1979	6	9	49	26	10
	1980	6	11	45	28	9
High Schools	1978	5	9	48	31	8
	1979	4	10	41	34	11
	1980	3	7	45	34	11

Middle School Students. In 1980, 37 percent described student racial relations as good, 45 percent as fair, and 17 percent as poor. In 1978 and 1979, the response distributions were approximately the same.

High School Students. In 1980, 45 percent felt racial relationships were good, 45 percent indicated that racial relationships were fair, and 10 percent said they were poor. Between 1978 and 1980, there was an increase of six percent in "good" ratings and a decrease of four percent in "poor" ratings.

Do You Have Close Friends Who Are of A Different Race at Your School?
(Student Survey Question 31)

School Level	Year of Survey	Percents of Student Responses	
		Yes	No
Middle Schools	1977	74%	26%
	1978	74	27
	1979	64	36
	1980	66	34
High Schools	1977	63	37
	1978	63	37
	1979	59	41
	1980	63	37

Middle School Students. In 1980, 66 percent said they had close friends who were of a different race. Although there was a decrease, between 1977 and 1980, in the percentage who said they had racially different friends, this may have been due to increases in black proportions of student membership during these years.

High School Students. In 1980, 63 percent indicated that they had close friends who were of a different race. Between 1977 and 1980, there was virtually no change in the percentage who reported having friends of another race.

Think For a Moment About the Three Students You Talk With Most Often at Your School. Are They the Same Race as You?
(Student Survey Question 32)

School Level	Year of Survey	Percents of Student Responses: Yes, All Are the Same Race as I am	Percents of Student Responses: No, One or More Are of Another Race
Middle Schools	1977	40%	60%
	1978	43	57
	1979	46	54
	1980	48	52
High Schools	1977	60	40
	1978	58	42
	1979	58	42
	1980	59	41

Middle School Students. In 1980, 52 percent indicated that one or more members of a different race were included among the three students with whom they talked most often at school. This was down eight percent from the corresponding percentage for 1977.

High School Students. In 1980, 41 percent reported that one or more of the three students they talked with most often in school were members of a

different race. Approximately the same percentage responded similarly in each of the previous three years.

During This School Year, How Often Have You Helped A Student of Another Race with School Work?
(Student Survey Question 34)

School Level	Year of Survey	Percents of Student Responses		
		Never	Once or Twice	Three or More Times
Middle Schools	1977	17%	38%	45%
	1978	13	35	52
	1979	20	34	47
	1980	23	38	39
High Schools	1977	18	38	44
	1978	19	31	50
	1979	15	33	52
	1980	19	41	41

Middle School Students. In each survey, over 75 percent reported helping a racially different student with school work one or more times during the school year.

High School Students. In each survey, over 80 percent reported helping a racially different student with school work at least once during the school year.

How do You Usually Feel Around Students of a Different Race?
(Student Survey Question 38)

School Level	Year of Survey	Percents of Student Responses			
		Very Uncomfortable	Quite Uncomfortable	Quite Comfortable	Very Comfortable
Middle Schools	1977	10%	17%	55%	19%
	1978	8	17	50	24
	1979	8	16	54	22
	1980	9	16	52	23
High Schools	1977	5	22	60	13
	1978	5	16	60	19
	1979	4	13	64	20
	1980	4	15	60	21

Middle School Students. In each survey, approximately 75 percent reported that they usually felt comfortable around students of a different race.

High School Students. In 1980, 81 percent said they felt comfortable around students of a different race. This was up eight percent from the comparable 1977 percentage.

Objective 2:	Interpersonal/intergroup relations between school staff and students will improve.

Only the latest (1980) staff and student surveys included questions concerning improvement of relations between staff and students. The findings follow.

Staff Perceptions (Objective 2)

In General, How Would You Rate the Quality of Interpersonal Relationships Between Staff and Students at Your School This Year Compared to Last Year?
(Staff Survey Question 22)

School Level	Year of Survey	Percents of Staff Responses				
		Much Worse	A Little Worse	About The Same	A Little Better	Much Better
Elementary	1980	3%	6%	67%	17%	7%
Middle	1980	0	9	63	23	5
High	1980	0	6	67	21	6

At all three school levels about two-thirds of staff respondents rated interpersonal staff-student relationships as about the same as the previous year, about 25 percent rated them improved, and less than 10 percent felt they had worsened.

Student Perceptions (Objective 2)

In General, How are Teachers and Students Getting Along at Your School This Year Compared to Last Year?
(Student Survey Question 10)

School Level	Year of Survey	Percents of Student Responses				
		Much Worse	A Little Worse	About The Same	A Little Better	Much Better
Middle	1980	9%	17%	39%	25%	11%
High	1980	2	8	57	28	7

Middle School Students. Thirty-six percent felt that teachers and students were getting along better than in the previous year, 39 percent said "about the same," and 26 percent felt that teacher-student relationships had worsened.

High School Students. Thirty-five percent judged that teacher-student relationships had improved over the year before, 57 percent felt they were about the same, and only 10 percent felt they had worsened.

In General, How are Teachers and Students Getting Along at Your School This Year?
(Student Survey Question 9)

School Level	Year of Survey	Percents of Student Responses				
		Very Poorly	Quite Poorly	Fair	Quite Well	Very Well
Middle	1980	12%	17%	44%	19%	5%
High	1980	3	10	48	34	5

Middle School Students. In 1980, 24 percent felt that teachers and students were getting along well, 44 percent said fair, and 29 percent said poorly.

High School Students. Thirty-nine percent judged that teachers and students were getting along well, 48 percent said fair, and 13 percent said poorly.

Objective 3:	Interpersonal/intergroup relations among school staff will improve.

Staff Perceptions (Objective 3)

At Your School Have Teachers of Different Races Learned To Work Well Together Since Desegregation? (Staff Survey Question 19)

School Level	Year of Survey	Percents of Staff Responses	
		Yes	No
Elementary Schools	1977	70%	30%
	1978	79	22
	1979	81	19
	1980	80	20
Middle Schools	1977	77	23
	1978	79	21
	1979	79	21
	1980	75	25
High Schools	1977	65	35
	1978	72	28
	1979	74	26
	1980	70	30

Elementary School Staff. In 1980, 80 percent judged that teachers of different races had learned to work well together since desegregation. This was a 10 percent increase from the comparable percentage for 1977.

Middle School Staff. The percentages who felt teachers of different races were working well together, since desegregation, varied between 75 and 79 percent on the four surveys.

High School Staff. The percentage who agreed that teachers of different races had learned to work well together since desegregation ranged from 65 percent to 74 percent over the four survey years.

In General, How Would You Rate the Quality of Interracial Relations Among Staff Members at Your School This Year Compared to Last Year?
(Staff Survey Question 23)

School Level	Year of Survey	Percents of Staff Responses				
		Much Worse	A Little Worse	About The Same	A Little Better	Much Better
Elementary	1980	4%	11%	67%	12%	7%
Middle	1980	2	10	70	14	5
High	1980	1	10	70	16	4

At all three school levels, about two-thirds of staff judged that the quality of staff interracial relations remained about the same in 1980 as it was in the previous year, and about 20 percent felt it had improved. Staff interracial relations were judged to have worsened by 15 percent of elementary school staff and by 12 percent and 11 percent, respectively, of middle and high school staff.

Objective 4:	School staff will show increased use of practices which will promote equal educational opportunity for all students.

Student Perceptions (Baseline Measures Concerning Objective 4)

During the school year 1979-80 the In-Service Training Component staff initiated a special program expressly designed to help teachers learn specific classroom practices which promote equality of educational opportunity for all students. This program, which operated on a relatively small scale in 1979-80,

was expanded during the current school year to serve a greatly increased number of teachers. The 1980 student survey included three questions designed to obtain some baseline measures concerning equality of opportunity in the classroom as perceived by students. The questions will be repeated in the May 1981 student surveys. Results will facilitate efforts to assess improvements in the provision of equality of opportunity in the classroom. The questions and the 1980 response distributions are presented below.

In General, Do Your Teachers Treat All Students Equally?
(Student Survey Question 11)

School Level	Year of Survey	Percents of Student Responses				
		Almost Never	Not Usually	Sometimes	Usually	Almost Always
Middle	1980	14%	17%	40%	14%	15%
High	1980	8	16	38	26	13

In General, Do Your Teachers Encourage All Students (Both Poor Students and Good Students) to Participate in Class Discussions?
(Student Survey Question 12)

School Level	Year of Survey	Percents of Student Responses				
		Almost Never	Not Usually	Sometimes	Usually	Almost Always
Middle	1980	6%	7%	30%	24%	34%
High	1980	3	8	23	31	35

Which One of the Following Statements Best Describes Most of Your Teachers?
(Student Survey Question 13)

School Level	Year of Survey	Percents of Student Responses		
		My teachers don't often give individual help to any students.	My teachers give individual help to some students, but not to others who need it.	My teachers try to give individual help to any student who needs it.
Middle	1980	8%	18%	75%
High	1980	12	14	74

Student Perceptions Concerning Equality of Treatment of Black and White Students

Two questions relevant to Objective 4 were included in all student surveys from 1977 through 1980. These questions and the findings follow.

During This School Year, How Often Have Black Students Complained That Favoritism Was Being Shown To White Students?
(Student Survey Question 36)

School Level	Year of Survey	Percents of Student Responses				
		Never	Seldom	Sometimes	Often	Very Often
Middle Schools	1977	24%	24%	26%	14%	12%
	1978	22	23	30	14	10
	1979	28	26	26	10	11
	1980	35	26	23	9	8
High Schools	1977	18	22	29	16	14
	1978	20	24	30	14	12
	1979	25	24	26	14	11
	1980	35	25	22	11	7

Middle School Students. In 1980, 61 percent reported that black students complained either seldom or never of favoritism shown to white students; 26 percent said blacks complained often. Between 1977 and 1980 there was a 13 percent increase in the proportion of students answering seldom or never, and a nine percent decrease in students indicating often or very often.

High School Students. In 1980, 60 percent felt black students complained either seldom or never of white-directed favoritism; 18 percent indicated blacks complained often. Between 1977 and 1980 the proportion characterizing such black complaints as seldom or never increased by 20 percent, and the proportion answering often decreased by 12 percent.

During This School Year, How Often Have White Students Complained That Favoritism Was Being Shown to Black Students?
(Student Survey Question 35)

School Level	Year of Survey	Percents of Student Responses				
		Never	Seldom	Sometimes	Often	Very Often
Middle Schools	1977	37%	22%	27%	8%	6%
	1978	31	27	30	7	5
	1979	41	22	22	9	6
	1980	41	23	22	7	8
High Schools	1977	35	23	27	9	6
	1978	35	25	27	7	7
	1979	42	23	23	8	5
	1980	48	22	20	4	6

Middle School Students. In 1980, 64 percent reported that white students complained either seldom or never of favoritism shown to black students; 15 percent said whites complained often. Between 1977 and 1980 there was a slight increase (five percent) in students saying seldom or never and virtually no change in the percentage who said often or very often.

High School Students. In 1980, 70 percent indicated that white students complained either seldom or never of black student-directed favoritism; 10 percent opined that whites complained often. There was a 12 percent increase between 1977 and 1980 in the proportion answering seldom or never, and a five percent decrease in the proportion answering often or very often.

Staff Perceptions (Objective 4)

How Do You Feel About the Ability of Teachers in Your School To Work With Students of All Races?
(Staff Survey Question 10)

School Level	Year of Survey	Percents of Staff Responses			
		Very Dis-satisfied	Quite Dis-satisfied	Quite Satisfied	Very Satisfied
Elementary Schools	1977	1%	10%	50%	39%
	1978	3	6	52	39
	1979	2	9	47	43
	1980	5	9	54	33
Middle Schools	1977	3	7	64	26
	1978	2	15	59	25
	1979	2	8	64	25
	1980	1	14	54	32
High Schools	1977	10	20	56	14
	1978	2	18	64	16
	1979	3	15	62	20
	1980	4	14	60	21

Elementary School Staff. In 1980, 87 percent were satisfied with the ability of the teaching staff to work with students of all races. Between 1977 and 1980 there was little change in the percentage indicating satisfaction.

Middle School Staff. In 1980, 86 percent said they were satisfied with teachers' ability to work with students of all races. In 1977 a slightly higher proportion (90 percent) were satisfied.

High School Staff. In 1980, 81 percent expressed satisfaction with teachers' ability to work with students of all races. This represented an increase of 11 percent over the 1977 percentage who indicated satisfaction.

Objective 5:	School staff will acquire increased knowledge of the characteristics of different racial and cultural groups represented among their students.

Staff Perceptions (Objective 5)

One of the 1980 staff survey questions related to Objective 5. That question and the results are presented below.

To What Extent Have Detroit Public Schools In-Service Education Experiences Helped You Improve Your Knowledge About Racial-Ethnic Groups Represented At Your School? (Staff Survey Question 24)

School Level	Year of Survey	Percents of Staff Responses*			
		Not At All	Slightly	Somewhat	Greatly
Elementary	1980	35%	15%	34%	16%
Middle	1980	34	20	36	11
High	1980	42	21	28	9

*The reported response distribution is based on responses of staff who had participated in at least one In-Service Training Component sponsored experience. When considering these response data, one should bear in mind that many component workshops focused mainly on matters other than racial-ethnic group characteristics.

Elementary School Staff. Fifty percent rated their inservice training somewhat or greatly helpful in improving their knowledge about racial-ethnic groups represented at their school, while 50 percent rated it only slightly or not at all helpful in this regard.

Middle School Staff. Forty-seven percent rated their inservice training somewhat or greatly helpful, while 54 percent rated it slightly or not at all helpful.

High School Staff. Thirty-seven percent regarded their inservice training as somewhat or very helpful, and 63 percent rated it slightly or not at all helpful.

Objective 6: School staff will develop improved ability to prevent disruptive classroom behavior.

Staff Perceptions (Objective 6)

During the Past Three Years, To What Extent Have Detroit Public Schools In-Service Education Experiences Helped You Improve Your Ability to Prevent Disruptive Student Behavior? (Staff Survey Question 25)

School Level	Year of Survey	Percents of Staff Responses*			
		Not At All	Slightly	Somewhat	Greatly
Elementary	1980	29%	17%	37%	17%
Middle	1980	27	22	37	15
High	1980	46	16	27	11

*The reported response percentages are based on responses of staff who had participated in at least one component-sponsored training experience. When considering these findings, one should bear in mind that many component workshops focused primarily on matters other than prevention of disruptive student behavior

Elementary School Staff. Fifty-four percent indicated that their inservice training was somewhat or very helpful in improving their ability to prevent disruptive behavior; 17 percent felt the training was slightly helpful; and 29 percent that it was not at all helpful.

Middle School Staff. Fifty-two percent rated their inservice training as somewhat or greatly helpful; 22 percent rated it slightly helpful; and 27 percent, not at all helpful.

High School Staff. Thirty-eight percent regarded their training as somewhat or very helpful; 16 percent, slightly helpful; and 46 percent, not at all helpful.

How Do You Feel About the Behavior of Students in Your School?
(Staff Survey Question 8)

School Level	Year of Survey	Percents of Staff Responses			
		Very Dis-satisfied	Quite Dis-satisfied	Quite Satisfied	Very Satisfied
Elementary Schools	1977	14%	31%	46%	9%
	1978	11	37	43	9
	1979	11	35	48	7
	1980	13	39	42	6
Middle Schools	1977	21	39	37	3
	1978	16	41	38	5
	1979	11	37	45	6
	1980	16	36	41	7
High Schools	1977	19	51	28	1
	1978	16	47	34	3
	1979	14	43	39	5
	1980	13	33	45	9

Elementary School Staff. In 1980, 48 percent of the staff respondents felt satisfied, and 52 percent felt dissatisfied. Between 1977 and 1980 there was a decrease of seven percent in staff who felt satisfied with student behavior in their schools.

Middle School Staff. In 1980, 48 percent of the staff felt satisfied and 52 percent felt dissatisfied. From 1977 to 1980, there was an increase of eight percent in staff who felt satisfied with student behavior in their schools.

High School Staff. In 1980, 54 percent of the high school staff were satisfied with student behavior, and 46 percent were dissatisfied. From 1977 to 1980, there was an increase of 25 percent in staff who were satisfied.

Compared With Last Year, Has the Number of Discipline Problems At Your School Increased, Remained the Same, or Decreased? (Staff Survey Question 16)

School Level	Year of Survey	Percents of Staff Responses				
		Greatly Increased	Increased	Remained The Same	Decreased	Greatly Decreased
Elementary Schools	1977	10%	27%	43%	18%	2%
	1978	5	26	43	23	2
	1979	4	28	46	21	1
	1980	7	28	50	16	1
Middle Schools	1977	7	30	38	25	0
	1978	6	26	44	21	3
	1979	4	19	53	22	2
	1980	4	24	55	16	1
High Schools	1977	16	39	33	12	0
	1978	9	38	35	18	1
	1979	4	27	40	28	2
	1980	4	25	46	24	2

Elementary School Staff. In 1980, 35 percent of the staff reported that discipline problems had increased, 17 percent indicated a decrease, and 50 percent responded "remained the same." From 1977 to 1980 there were only minor changes in the response pattern.

Middle School Staff. In 1980, 17 percent of the staff indicated a decrease in disciplinary problems, 28 percent indicated an increase, and 55 percent felt that disciplinary problems had remained the same. From 1977 to 1980 there was a decrease of nine percent in staff who felt that the number of disciplinary problems had increased, but also an eight percent decrease in those who felt they had decreased.

High School Staff. In 1980, 26 percent felt that disciplinary problems had decreased, 29 percent indicated an increase, and 46 percent felt that there was no change. From 1977 to 1980 there was a decrease of 26 percent in staff who felt that disciplinary problems had increased, and an increase of 14 percent in staff who saw a decline in these problems.

Is There More Fighting Among Students at Your School This Year Than Before Desegregation? (Staff Survey Question 18)

School Level	Year of Survey	Percents of Staff Responses	
		Yes	No
Elementary Schools	1977	34%	66%
	1978	38	62
	1979	31	69
	1980	33	67
Middle Schools	1977	23	77
	1978	28	72
	1979	22	79
	1980	26	74
High Schools	1977	29	71
	1978	31	69
	1979	21	79
	1980	16	84

Elementary School Staff. In 1980, 67 percent of the elementary school staff indicated that there was not a greater amount of fighting in their school than before desegregation. From 1977 to 1980 there was no appreciable change in responses of staff.

Middle School Staff. In 1980, 74 percent of the middle school staff indicated that fighting had not increased since desegregation. From 1977 to 1980 there was little change in staff opinions of this question.

High School Staff. In 1980, 84 percent of the high school staff indicated that fighting had not increased. From 1977 to 1980 there was an increase of 13 percent in staff who felt that fighting had not increased.

Student Perceptions (Objective 6)

At Your School, How Often Do You See Classroom Student Behavior That Interferes With Teaching and Learning?
(Student Survey Question 16)

School Level	Year of Survey	Percents of Student Responses				
		Hardly Ever	Seldom	Sometimes	Often	Very Often
Middle Schools	1978	5%	8%	29%	26%	33%
	1979	5	10	32	27	26
	1980	7	14	24	31	24
High Schools	1978	9	17	41	21	11
	1979	6	15	42	24	12
	1980	5	23	36	25	11

Middle School Students. In 1980, 55 percent of the students reported that they often or very often perceived classroom behavior that interfered with teaching and learning; 24 percent said sometimes and 21 percent indicated seldom or hardly ever. From 1978 to 1980 there was a decrease of nine percent in students who indicated sometimes, often, or very often.

High School Students. In 1980, 36 percent reported often or very often seeing disruptive classroom behavior, 36 percent said sometimes, and 28 percent said seldom or hardly ever. Between 1978 and 1980 the response distribution changed very little.

Objective 7: School staff will develop improved ability to resolve conflicts among students.

Staff Perceptions (Objective 7)

During the Past Three Years, To What Extent Have Detroit Public Schools In-Service Education Experiences Helped You Improve Your Ability to Resolve Conflicts Among Students? (Staff Survey Question 26)

School Level	Year of Survey	Percents of Staff Responses*			
		Not At All	Slightly	Somewhat	Greatly
Elementary	1980	27%	17%	38%	18%
Middle	1980	29	16	37	18
High	1980	46	19	26	10

*The reported response distributions are based on responses of staff who had participated in at least one component-sponsored training experience. When considering these findings, one should bear in mind that many component workshops focused primarily on matters other than resolving conflicts among students.

Elementary School Staff. Fifty-six percent indicated that their inservice training was somewhat or very helpful in improving their ability to resolve student conflicts; 17 percent rated it slightly helpful; and 27 percent, not at all helpful.

Middle School Staff. Fifty-five percent rated their inservice training as somewhat or very helpful; 16 percent rated it slightly helpful; and 29 percent, not at all helpful.

High School Staff. Thirty-six percent regarded their inservice training as somewhat or very helpful; 19 percent, slightly helpful; and 46 percent, not at all helpful.

Summary and Conclusions

Evaluation conclusions and summaries of the findings supporting these conclusions are presented below for each product evaluation objective of the In-Service Training Component.

Interpersonal/Intergroup Relations Among Students

The first objective stated that "interpersonal/intergroup relations among students will improve."

The evidence obtained to date pertaining to this objective concerns interracial relations among students. This evidence supports the conclusion that student racial relations have improved in middle and high schools since desegregation. The evidence regarding pupil racial relations in elementary schools is inconclusive.

Supporting the conclusion of improved student racial relations in middle and high schools are several evaluation findings based on results of surveys of staff and students in racially mixed schools. Two of the most significant findings are as follows:

> Results of annual school staff surveys show that between 1977 and 1980 the percentages of middle and high school staff members rating student racial relations as good increased substantially, and the percentages rating them as poor declined.
>
> In every annual student survey (from 1978 through 1980) middle and high school students who believed that student racial relations had improved since the previous year far outnumbered those who felt relations had worsened.

Interpersonal/Intergroup Relations Between Staff and Students

The second objective stated that "interpersonal/intergroup relations between school staff and students will improve."

The evidence available at this time concerning Objective 2 is inconclusive. The 1980 staff and student surveys both included a question which asked respondents to compare the quality of current year student-teacher relationships with the quality of relationships in the previous year. Staff survey results indicated that, at all three school levels, about two-thirds of all staff respondents felt that the quality of staff-student relationships had not changed, about one-fourth rated it as improved, and less than 10 percent rated it as worse than the previous year. Middle and high school student response tendencies were similar, with the highest percentage of students indicating no change, and more students rating student-teacher relationships as improved than rating them as worsened.

School Staff Relations

The third objective was that "interpersonal/intergroup relations among school staff will improve."

Evaluation findings obtained to date regarding this objective concerned interracial relations among school staff members. The evidence, although limited, provides some support for a conclusion that interracial relations among school staff members have improved. In all four annual staff surveys (1977 through 1980) most staff respondents, at all school levels, indicated that teachers of different races had learned to work well together since desegregation.

Promotion of Equal Educational Opportunity

The fourth objective stated that "school staff will show increased use of practices which promote equal educational opportunity for all students."

A special Inservice Training Component program to help teachers learn specific classroom practices which promote equal educational opportunity was first implemented on a small scale during the school year 1979-80. As of this writing, only some baseline evaluation measures of the program's effectiveness have been obtained. It is, therefore, not yet possible to draw any conclusions about the extent to which school staff have shown increased use of classroom practices which promote equal educational opportunity for all students. However, some evidence has been obtained which appears to indicate improvement in the extent to which school staff have treated black and white students equally.

Student survey results reveal that between 1977 and 1980 there were notable decreases in percentages of both middle and high school students who felt that favoritism toward either black or white students occurred often in their schools.

Knowledge of Student Racial-Cultural Group Characteristics

The fifth objective states that "school staff will acquire increased knowledge of the characteristics of different racial and cultural groups represented among their students."

The evaluation findings support a conclusion that considerable progress has been made toward attainment of this objective. In response to a 1980 staff survey question, about 65 percent of elementary and middle school staff and nearly 60 percent of high school staff respondents (who had participated in Inservice Component workshops) reported that their inservice training had helped to improve their knowledge about racial-ethnic groups represented at their schools. When considering these findings, one should bear in mind the

fact that many component workshops focused mainly on matters other than racial-ethnic group characteristics.

Prevention of Disruptive Classroom Behavior

The sixth objective was that "school staff will develop improved ability to prevent disruptive classroom behavior." The evidence obtained concerning this objective is a mixture of positive and negative findings.

On the positive side, staff survey results revealed that, between 1977 and 1980, school staff indicating satisfaction with student behavior in their schools increased by eight percent in middle schools and by 25 percent in high schools. However, on the negative side, over the same period, there was a seven percent decrease in elementary school staff indicating satisfaction with student behavior. It should be noted here that in the latest (1980) survey about half of the staff respondents, at every school level, indicated dissatisfaction with student behavior in their schools.

Other positive evidence from staff survey results included findings that, between 1977 and 1980, school staff judging that the incidence of discipline problems remained the same or declined (compared to the previous year), increased by nine percent in middle schools and by 27 percent in high schools. However, the comparable findings for elementary schools showed no indication of any decrease in disruptive student behavior.

Results of the student surveys of 1978, 1979 and 1980 provide evidence of lack of success in reducing the incidence of disruptive classroom behavior. In every survey (1977 through 1980) over half of the middle school students and about one-third of the high school students said they often saw disruptive behavior in their classrooms.

In response to a 1980 staff survey question which focused directly on Objective 6, about 50 percent of elementary and middle school staff and about 40 percent of high school staff (who had participated in Inservice Component workshops) rated their inservice training as, at least, "somewhat helpful" in improving their ability to prevent disruptive classroom behavior.

On the whole, the evidence regarding improvement of teacher ability to prevent disruptive classroom behavior appears to show some improvement in the case of high school teachers, a little improvement in the case of middle school teachers, and virtually no improvement in the case of elementary school teachers. The evidence also indicates that, although some progress has been made, there is still great need for improvement of teacher ability to prevent disruptive classroom behavior at all school levels.

Resolution of Conflicts Among Students

The seventh objective stated that "school staff will develop improved ability to resolve conflicts among students."

Evaluation findings support a conclusion that substantial progress has been made toward attainment of this objective. In response to a 1980 staff survey question, about 70 percent of elementary and middle school staff and 54 percent of high school staff respondents (who had participated in Inservice Component workshops) indicated that their inservice training had helped to improve their ability to resolve conflicts among students. When considering these findings, one should remember that many component workshops were mainly concerned with matters other than student conflict resolution.